DOCUMENT RESUME

ED 351 838 EC 301 665

TITLE	HIV/AIDS Guidelines for Special Education Populations.
INSTITUTION	New Mexico State Dept. of Education, Santa Fe.
SPONS AGENCY	Center for Chronic Disease Prevention and Health Promotion (DHHS/CDC), Atlanta, GA. Adolescent and School Health Div.
PUB DATE	May 91
NOTE	59p.; Parts of the document have small print.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Acquired Immune Deficiency Syndrome; Curriculum Evaluation; *Disabilities; Educational Objectives; Elementary Secondary Education; Guidelines; *Health Education; Integrated Activities; *Interdisciplinary Approach; Thematic Approach
IDENTIFIERS	*New Mexico

ABSTRACT

This report presents guidelines for implementing human immunodeficiency virus/acquired immune deficiency syndrome (AIDS) curriculum with New Mexico students receiving special education services. The guidelines are organized by grade level, noting content themes, objectives, disciplines/subjects, and resources available. The guidelines are intended to be integrated across all subject areas. The curriculum covers: "What Do I Have To Do To Be Healthy?" (Grade 1); "What Is a Healthy Community?" (Grade 2); "What Makes Me Special?" (Grade 3); "How Do I Stay Healthy?" (Grade 4); "How Do I Fit into a Healthy Community?" (Grade 5); "Why Are My Choices Important?" (Grade 6); "What Are My Choices?" (Grade 7); "How Will My Choices Impact My Life?" (Grade 8); and expansion of the grade 6 to 8 topics in grades 9 to 12. Appendices describe resources referred to in the curriculum, describe print and video materials useful with the AIDS curriculum, list resource organizations, list developmental characteristics of children and youth, provide forms for evaluating AIDS education curriculum and materials, list student competencies for health education, and outline New Mexico State Department of Education regulations on AIDS. (JDD)

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ED351838

HIV/AIDS GUIDELINES

FOR SPECIAL EDUCATION POPULATIONS

MAY, 1991

This document was published with fiscal support from
The Division of Adolescent and School Health,
Center for Chronic Disease Prevention,
Centers for Disease Control
ATLANTA, GEORGIA 30333

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TABLE OF CONTENTS

Introduction.....i

Part One: Integrating Themes for Lesson Plans

Grade One.....1

Grade Two.....2

Grade Three.....3

Grade Four.....4

Grade Five.....5

Grade Six.....6

Grade Seven.....7

Grade Eight.....8

Grade Nine - Twelve.....9

Part Two: Appendices

Appendix A: Curricula.....10

Appendix B: Resources.....28

Appendix C: Developmental Stages.....32

Appendix D: CEC Rating Scale.....35

Appendix E: Health Education Competencies.....44

Appendix F: State Board of Education No. 87-11.....48

INTRODUCTION

The Special Education HIV/AIDS Task Force met throughout the 1989-90 school year to develop guidelines for implementing HIV/AIDS curriculum with students receiving special education services. The guidelines are organized by grade level with essential (theme) questions, objectives, disciplines/subjects and resources available. Rather than developing sample lessons for each grade level, "themes" that could be incorporated across disciplines/subjects are suggested.

It is the intent of these guidelines:

1) To be part of a Comprehensive School Health Program;
2) To be integrated across all subject areas (not limited to those identified);
3) To identify materials reviewed by CEC as appropriate for use with special education students;
4) To identify other materials that may need to be adapted or modified for developmental ages of students.

It is the hope of the Special Education HIV/AIDS Task Force that these guidelines will be useful to you in developing and implementing HIV/AIDS curriculum to meet the mandate of HIV/AIDS education in your classroom.

ALL RESOURCE DOCUMENTS AND MATERIALS LISTED IN APPENDIX A ARE AVAILABLE ON LOAN FROM THE STATE DEPARTMENT OF EDUCATION HIV/AIDS COORDINATOR, 300 DON GASPAR, SANTA FE, NEW MEXICO, 87501-2786.

KEY to CHART ABBREVIATIONS

A	- Art	SS	- Social Studies
Sc	- Science	LA	- Language Arts
M	- Math	PE	- Physical Education
H	- Health		

- PART ONE -

INTEGRATING THEMES FOR LESSON PLANS

GRADE ONE	A	Sc	M	SS	LA	PE	H
QUESTION: What Do I Have To Do To Be Healthy?							
COMPONENTS:							
1. Hygiene					X	X	X
2. Wellness/Illness		X			X		X
3. Safety/First Aid					X		X
4. Community Health				X	X		X
5. Feelings/Emotions	X				X		X

Appendix A: Resources (see Appendix A for activities and materials):

Comprehensive Health Guidelines - North Dakota
AIDS Prevention Through Education - South Dakota
Foundations For HIV - Oregon
Health AIDS Instructional Guide - New York
AIDS. . . Our Problem Too - Arizona

Appendix B: Resource Organizations and People.

Appendix C: Developmental Stages.

Appendix D: CEC Rating Scale for curriculum.

Appendix E: State Department of Education Health Competencies.

Appendix F: State Board of Education Regulation 87-11.

Note: **Bold** print indicates reviewed and endorsed by CEC for use with special education students.

GRADE TWO	A	Sc	M	SS	LA	PE	H

QUESTION: What Is A Healthy Community?

COMPONENTS:

1.	Community----------	X	X		X	X	X	X
2.	Disease Prevention----------	X	X				X	X
3.	Emotions----------	X				X	X	X
4.	Friends/Family----------	X			X	X		X
5.	Health Check-Up----------		X				X	X
6.	Emergencies----------		X		X	X	X	X

Appendix A: Resources (see Appendix A for activities and materials):

Comprehensive Health Guidelines - North Dakota
AIDS Prevention Through Education - South Dakota
Foundations for HIV - Oregon
AIDS. . . Our Problem Too - Arizona
Health AIDS Instructional Guide - New York

Appendix B: Resource Organizations and People.

Appendix C: Developmental Stages.

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GRADE THREE	A	Sc	M	SS	LA	PE	H
QUESTION: What Makes Me Special?							
COMPONENTS:							
1. Decision-Making----------				X	X		X
2. Interpersonal Relationships----				X	X	X	X
3. Advertising----------	X		X	X	X		X
4. Human Body----------	X		X	X	X		X
5. Making Healthy Choices---------	X			X	X	X	X

Appendix A: Resources (see Appendix A for activities and materials):

AIDS Supplementary Guide, Health Education - Hawaii
Comprehensive Health Guidelines - North Dakota
AIDS Prevention Through Education - South Dakota
Foundations for HIV - Oregon
AIDS. . . Our Problem Too - Arizona
Health AIDS Instructional Guide - New York

Appendix B: Resource Organizations and People.

Appendix C: Developmental Stages.

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GRADE FOUR	A	Sc	M	SS	LA	PE	H
QUESTION: How Do I Stay Healthy?							
COMPONENTS:							
1. Refusal Skills----------				X	X	X	X
2. Immune System----------	X	X				X	X
3. Drug Effects----------		X				X	X
4. School/Environment----------	X	X		X	X	X	X
5. Community----------	X				X	X	X
6. Safety----------		X			X	X	X
7. Disease Prevention/Cure--------	X	X		X	X	X	X
8. Exercise and Nutrition---------		X			X	X	X

Appendix A: Resources (see Appendix A for activities and materials):

Comprehensive Health Guidelines - North Dakota
AIDS Prevention Through Education - South Dakota
AIDS. . . Our Problem Too - Arizona
Health AIDS Instructional Guide - New York

Appendix B: Resource Organizations and People.

Appendix C: Developmental Stages.

Appendix D: CEC Rating Scale for curriculum.

Appendix E: State Department of Education Health Competencies.

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GRADE FIVE	A	Sc	M	SS	LA	PE	H
QUESTION: How Do I Fit Into a Healthy Community?							
COMPONENTS:							
1. Healthy Community----------	X				X	X	X
2. Personal Health Choices: Drugs, Stress, Exercise, Nutrition---		X			X		X
3. Environmental/Healthy Relations					X	X	X
4.							
5.							
6.							
7.							
8.							
9.							

Appendix A: Resources (see Appendix A for activities and materials):

AIDS Supplementary Guide, Health Education - Hawaii
Comprehensive Health Guidelines - North Dakota
AIDS Prevention Through Education - South Dakota
AIDS. . . Our Problem Too - Arizona
A Disease Called AIDS - Association for Advancement Health Education
AIDS: A Resource Guide - Nebraska
Health AIDS Instructional Guide - New York
Prevent AIDS: Educate - Albuquerque Public Schools

Appendix B: Resource Organizations and People.

Appendix C: Developmental Stages.

Appendix D: CEC Rating Scale for curriculum.

Appendix E: State Department of Education Health Competencies.

Appendix F: State Board of Education Regulation 87-11.

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GRADE SIX	A	Sc	M	SS	LA	PE	H

QUESTION: Why Are My Choices Important?

COMPONENTS:

1.	Taking Risks----------					X	X	X
2.	Abstinence----------	X	X				X	X
3.	Appropriate/Inappropriate Drug Use----------		X			X	X	X
4.	Disease Prevention/Transmission/ Control----------	X	X			X	X	X
5.								
6.								
7.								
8.								
9.								
10.								

Appendix A: Resources (see Appendix A for activities and materials):

HIV/AIDS Prevention Education Teachers Guide - California
Comprehensive Health Guidelines - North Dakota
AIDS Prevention Through Education - South Dakota
AIDS. . . Our Problem Too - Arizona
A Disease Called AIDS - Association for Advancement Health Education
AIDS: A Resource Guide - Nebraska
Health AIDS Instructional Guide - New York
Prevent AIDS: Educate - Albuquerque Public Schools

Appendix B: Resource Organizations and People.

Appendix C: Developmental Stages.

Appendix D: CEC Rating Scale for curriculum.

Appendix E: State Department of Education Health Competencies.

Appendix F: State Board of Education Regulation 87-11.

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GRADE SEVEN	A	Sc	M	SS	LA	PE	H

QUESTION: What Are My Choices?

COMPONENTS:

1.	Exercise and Nutrition---------	X	X	X		X	X	X
2.	Problem Solving Skills---------		X	X	X	X	X	X
3.	Legal Implications------------	X	X		X	X		X
4.	Consumer Protection-----------				X	X	X	X
5.	Lifestyle Choices: Family Society, Environment----------				X	X	X	X
6.								
7.								
8.								
9.								
10.								

Appendix A: Resources (see Appendix A for activities and materials):

AIDS Supplementary Guide - Hawaii
HIV/AIDS Prevention Education Teachers Guide - California
Comprehensive Health Guidelines - North Dakota
AIDS Prevention Through Education - South Dakota
AIDS. . . Our Problem Too - Arizona
A Disease Called AIDS - Association for Advancement Health Education
A Teaching Unit On AIDS - Idaho State University
AIDS: A Resource Guide - Nebraska
AIDS: What Young Adults Should Know - Indiana University
Health AIDS Instructional Guide - New York
Prevent AIDS: Educate - Albuquerque Public Schools

Appendix B: Resource Organizations and People.

Appendix C: Developmental Stages.

Appendix D: CEC Rating Scale for curriculum.

Appendix E: State Department of Education Health Competencies.

Appendix F: State Board of Education Regulation 87-11.

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GRADE EIGHT	A	Sc	M	SS	LA	PE	H
QUESTION: How Will My Choices Impact My Life?							
COMPONENTS:							
1. Values	X	X		X	X	X	X
2. Interpersonal Relationships				X	X	X	X
3. Problem Solving	X		X	X	X	X	X
4. Personal/Health Behaviors/ Hygiene	X	X		X	X		X
5. Maturation				X	X	X	X
6. Affect on Family/Community				X	X		X
7. Disease Transmission/Prevention/ Control		X			X	X	X
8. Risk Reduction		X			X	X	X
9.							
10.							

Appendix A: Resources (see Appendix A for activities and materials):

HIV/AIDS Prevention Education Teachers Guide - California
Comprehensive Health Guidelines - North Dakota
AIDS Prevention Through Education - South Dakota
AIDS. . . Our Problem Too - Arizona
A Teaching Unit On AIDS - Idaho State University
AIDS: A Resource Guide - Nebraska
AIDS: What Young Adults Should Know - Indiana University
Health AIDS Instructional Guide - New York
Prevent AIDS: Educate - Albuquerque Public Schools

Appendix B: Resource Organizations and People.

Appendix C: Developmental Stages.

Appendix D: CEC Rating Scale for curriculum.

Appendix E: State Department of Education Health Competencies.

Appendix F: State Board of Education Regulation 87-11.

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GRADE NINE-TWELVE	A	Sc	M	SS	LA	PE	H
QUESTION: Why Are My Choices Important? What Are My Choices? How Will My Choices Impact My Life?							
COMPONENTS: (these questions recur during adolescence)							
1. Values	X	X		X	X	X	X
2. Interpersonal Relationships				X	X	X	X
3. Problem Solving	X		X	X	X	X	X
4. Personal/Health Behaviors/ Hygiene	X	X		X	X		X
5. Maturation				X	X	X	X
6. Affect on Family/Community				X	X		X
7. Disease Transmission/Prevention/ Control		X			X	X	X
8. Risk Reduction		X			X	X	X
9.							
10.							

Appendix A: Resources (see Appendix A for activities and materials):

AIDS Supplementary Guide - Hawaii
HIV/AIDS Prevention Education Teachers Guide - California
Comprehensive Health Guidelines - North Dakota
AIDS Prevention Through Education - South Dakota
AIDS. . . Our Problem Too - Arizona
A Teaching Unit On AIDS - Idaho State University
AIDS: A Resource Guide - Nebraska
AIDS: What Young Adults Should Know - Indiana University
Health AIDS Instructional Guide - New York
Socialization and Sex - Rouse and Birch, New Mexico
Prevent AIDS: Educate - Albuquerque Public Schools

Appendix B: Resource Organizations and People.

Appendix C: Developmental Stages.

Appendix D: CEC Rating Scale for curriculum.

Appendix E: State Department of Education Health Competencies.

Appendix F: State Board of Education Regulation 87-11.

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- PART TWO -

APPENDICES

SPECIAL EDUCATION GUIDELINES

APPENDIX A: RESOURCES/ GRADES

THESE ARE AVAILABLE THROUGH THE NEW MEXICO STATE DEPARTMENT OF EDUCATION HIV EDUCATION PROGRAM COORDINATOR

AIDS Supplementary Guide, Health Education. 1989
Hawaii Dept. of Education

Grades: 3,5,7,10

This document was designed to assist teachers in integrating AIDS lessons into the Health Education curriculum at appropriate grade levels. Included are information for teachers, lessons, lists of resources and materials, assessment tools and developmental stages. The guide addresses abstinence and safer sex practices.

Comments: This is one of the resource manuals recommended by the Council for Exceptional Children as appropriate for special education students.

HIV/AIDS Prevention Education Teachers Guide. 1989
California State Dept. of Education

Grades: 6 - 12.

This document was designed to be used as a resource for implementing HIV/AIDS prevention education in grades 6 - 12. Scope and sequence is provided for K - 12. Included are activities, worksheets, pre-post tests, teaching tips and instructional strategies and references. The guide addresses abstinence and safer sex practices.

Comments: The guide does not address developmental stages.

Comprehensive Health Guideleines. 1989
North Dakota

Grades: K - 12.

This document was designed to assist teachers in integrating AIDS curriculum into Health Education at appropriate grade levels. Included are scope and sequence, developmental characteristics of children and youth, goals and objectives, pre- and post-assessment tools and references for local, state and national organizations. This is a comprehensive health curriculum with minimal emphasis on AIDS. It does not address safer sex practices.

Comments:

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AIDS Prevention Through Education. 1988
South Dakota

Grades: K - 12.

This document recommends that the most effective AIDS prevention education occurs within the context of comprehensive health education. Factual information for teachers is provided. Included are scope and sequence, sample curriculum K - 12, goals and objectives and comprehensive lesson plans. It does not include pre- and post-assessment tools. The document addresses abstinence and safer sex practices.

Comments: This is one of the resource manuals recommended by the Council for Exceptional Children as appropriate for special education.

Foundations for HIV. 1989
Oregon Dept. of Education

Grades: K - 3

This document was designed to assist teachers in integrating AIDS lessons into communicable diseases and general health curriculum. Included are goals and objectives, scope and sequence, comprehensive lesson plans, activity sheets and developmental stages.

Comments: This document is to be used in conjunction with a curriculum for grades 4 - 12.

AIDS . . . Our Problem Too. A K - 12 Education Program. 1988.
Arizona Dept. of Education, Arizona Dept. of Health Services.

Grades: K - 12.

This document was designed as a guideline for developing a curriculum for AIDS education. Included are teacher information about AIDS, suggestions for developing an AIDS curriculum, answers to common questions asked by students, a glossary, sample letters to parents/guardians, suggested activities, transparencies/handouts and resources. Also included are simple and effective precautions that can be followed by personnel to prevent the transmission of HIV/AIDS in the school setting.

Comments:

A Disease Called AIDS. Instructor's Guide. 1989
Association for the Advancement of Health Education
American Alliance for Health, Physical Education, Recreation and Dance

Grades: 5,6,7.

This document provides information and assists in implmenting the AIDS curriculum. This guide is divided into sections which describe the curriculum, teaching strategies, tips for implementing the curriculum, sample parent letters, answers to questions from students grades 5 - 7, sample lessons, transparencies, worksheets, student activities, resources, references and glossary.

Comments:

A Teaching Unit on AIDS - Designed for Junior High and High School Aged Students
Idaho State University.

Grades: 7 - 12

This document is a teaching unit. It includes background information on AIDS, rationale for AIDS education, and eight lessons. The appendices are the CDC's Safe Sex Guidelines and Guidelines for Schools. It also has a bibliography and glossary. The lessons include concepts, objectives, student activities and time frame.

Comments: The lessons need to be adapted for developmental levels of students.

AIDS: A Resource Guide, 1987
Nebraska Department of Health and Nebraska Department of Education

Grades: 5 - 12.

This document is a curriculum providing concepts and sample objectives, activities and resources for AIDS education. Lesson Plans and developmental
stages are not addressed. The curriculum addresses abstinence and safer sex practices.

Comments: This curriculum would need to be supplemented since it is brief.

AIDS: What Young Adults Should Know - Instructors Guide
Indiana University, Bloomington, Indiana

Grades: 7 - 12

This document has been prepared to complement the students guide, AIDS: What Young Adults Should Know. Included are goals, lesson plans and learning activities. Test questions, handouts and student worksheets are provided. This guide addresses abstinence but safer sex practices are not addressed.

Comments: Sample lessons are comprehensive, but need to be adapted for special needs populations. Developmental stages are not addressed.

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Health AIDS Instructional Guide
New York.

Grades: K - 12.

This document provides a framework for AIDS instruction within a comprehensive health education program stressing positive health behaviors. The guide includes a section on a family life approach and integrating values. Lesson development is divided K - 3, 4 - 6, 7 - 8, and 9 - 12. Each sample lesson specifies objectives, learner outcomes, integration of values, activities, decision-making skills and positive health behaviors. Lessons also include vocabulary and additional references for teachers. Abstinence is stressed. Condom studies are mentioned but not safe sex practices.

Comments: This is one of the resource manuals recommended by the Council for Exceptional Children as appropriate for use with special needs students.

Socialization and Sex Education (In Press)
Geraldine Rodriguez Rouse and Carol Pence Birch
James Stanfield Publishing Co.

Grades: Individuals with developmental disabilities (15-21 years)

This document is a comprehensive socialization and sex education curriculum based on practices demonstrated to be effective for individuals with learning difficulties and delays. This curriculum includes HIV/AIDS prevention education within the context of a comprehensive socialization and sex education curriculum. The curriculum includes information for teachers, instructional strategies, techniques, activities, 31 detailed lesson plans, sample forms and memos, problem solving cards and a select bibliography. The curriculum stresses abstinence and safer sex practices. Specific objectives and instructional activities have been coordinated with slides and narrative from Life Horizons I and II (James Stanfield Publishing Co., 1988, P.O. Box 1995H, Santa Monica, CA. 90406).

Comments: This curriculum is appropriate for use with students with special needs. It has been piloted with students with mild and moderate disabilities. It can be adapted for students with severe disabilities.

Prevent AIDS Educate: Curriculum and Teacher's Guide
Albuquerque Public Schools, 1988

Grades: 5, 6-8, and 9-12.

Grade 5: A supplement to the Health Education Curriculum Guide Growing Healthy, adopted by APS.

The document is organized as a teaching curriculum that can be presented directly to students. It consists of a basic introduction and a week plan with an evaluation and summary at the end of each week. The sections are color-coded with easy reference to the table of contents. Also included are parent information letters, references, student worksheets and activities and pre-and-post tests.

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Grades 6-8: The teachers guide includes objectives, lesson plans and activities. Worksheets are easily adapted to address questions. There is a glossary of terms with pre-and post tests; letters and guidelines for parents are also included. The document addresses safe and unsafe sex practices.

Grades 9-12: This document includes a curriculum and teacher's guide. The curriculum is designed as a teaching unit to be taught by the health education teacher. The curriculum includes: introduction, resources, six objectives and 20 lesson units. The teacher's guide is comprehensive. It includes: information for teachers, sample parent letters, AIDS test, glossary, transparencies, worksheets, student activities, resources and articles. The curriculum also addresses abstinence and safer sex practices.

Comments: The curriculum needs to be supplemented for special education students since it assumes students have an understanding of human reproduction, infectious diseases and human sexuality.

Your Sexuality
Linda Meeks and Philip Heit
Merrill Publishing Co.

Grades: 6-12.

This book focuses on healthful decisions about health-related issues and sexualtiy (including HIV/AIDS). Each of the seven chapters is written in simple language with objectives. New words appear in **bold print** and are defined within the context of each chapter. The text includes an index and glossary of terms; following each chapter are suggestions to stimulate decision-making skills and/or role play situations.

Comments: This book is appropriate for use with all special education students. Written materials may need to be adapted for students with more severe disabilities.

My Name Is Jonathan (And I Have AIDS)
Jonathan Swain and Sharon Shilling
Prickly Pair Publishing and Consulting Co., 1989.
Denver, Colorado. ($12.95)

Grades: K-6

This book is Jonathan's story in his own words and illustrations. He tells what AIDS is, how he contracted it, what medicines he takes and how he deals with it everyday. The book is filled with pictures of Jonathan at home, school and outside. It was written when Jonathan was six years old.

Comment: This book is available in Spanish. A teacher's guide also accompanies this book.

AIDS and Your World
Scholastic, Inc. 1988

Grades: 7-12

This book has five chapters and a glossary. The chapters cover: explanation of HIV/AIDS, ARC, and HIV; the epidemic in the US and abroad; questions about individuals rights; personal responsiblity for controlling the epidemic; and the future of AIDS in our society. At the end of each chapter is a summary with questions and activities.

Comments: This book is appropriate for students with a reading level of six-seventh grade. Worksheets and activities need to be adapted for students with special needs.

About Good Health
About Self-Esteem
Channing L. Bete Co., Inc.

Grades: K-3

These booklets are designed as supplementary materials for lessons dealing with general health practices and self-esteem.

Comments: Both are coloring and activity materials suitable for special needs students.

Let's Learn About Self-Esteem
Let's Talk About AIDS
Channing L. Bete Co., Inc.

Grades: 4-7

These booklets are designed as supplementary material for lessons about the AIDS virus, how it is contracted, safe proactices, and self-esteem.

Comments: These are good introductions for special education students. Future lessons might include communicable diseases, AIDS values and self-esteem.

As Boys Grow Up
As Girls Grow Up
As You Grow Up
About Personal Hygiene
About Self-Esteem
About Values
About Making Decisions
Peer Pressure
Making Responsible Choices About Sex
About Condoms/Safer Sex
About STD's
About AIDS and Shooting Drugs
About AIDS
About Protecting Yourself from AIDS
What Young People Should Know About AIDS
About AIDS in the Workplace
Channing L. Bete Co., Inc.

Grades: 5-12

These booklets are designed as supplementary materials for integrating general health and values into HIV/AIDS education.

Comments: These booklets are good for special education students and could be used in small group discussions, problem-solving and self-esteem lessons.

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Education in Sexuality
Glencoe Publishing Co.
Mission Hills, Ca. 1988.

Grades: 9-12

This book presents factual information about human sexuality and provides opportunities to apply the information in decision-making skills about sex.
Included are chapters on AIDS, causes, how it is contracted, high risk behaviors, prevention, treatment and making healthy choices.

Comments: Included are a student text and teacher's annotated edition. The material is appropriate for mildly handicapped high school students. It would require considerable modification of content, reading level and activities for moderate to severe special needs students.

Human Sexuality - Teacher's edition
Prentice Hall

Grades: 9-12

This book is divided into two parts: teachers guide and student text. The teacher's guide has two sections: (1) organization and format of the text and (2) specific information and guidelines for each chapter. The student text is divided into eight chapters, arranged in a sequence based on the principle that responsible decision-making, sexual or otherwise, depends upon an individual's knowledge of facts. The first five chapters deal with structure and function of male and female reproductive systems, pregnancy, birth control and sexually-transmitted diseases. The last three chapters draw upon information presented in early chapters on dating and sexual decision-making, family decisions and sexuality in society. AIDS is discussed in chapter five.

Comments: Reading level, vocabulary and concepts are appropriate for grades 9-12 and mildly handicapped special education students.

Teen Health: Decisions for Healthy Living
Glencoe Publishing Co.
Mission Hills, Ca. 1990

Grades: 9-12, C and D level students

This kit contains the following: Student text, Teacher's wrap-around edition, classroom resources (lesson plans, handouts, transparencies, reproducible tests, quizzes and activities, posters, and "skills for living" materials),
teen health workbook, teacher's annotated workbook, media kit, and supplemental texts: AIDS Education and Developing Responsible Relationships.

A comprehensive health program that is activity oriented and provides opportunities for students to participate in simple experiments, self-inventories and projects that help them learn how to make healthy choices. It includes a supplementary student book with current information on the study of AIDS.

Comments: The teachers wrap-around edition provides for students with varying ability levels, learning styles and special needs. Lists of adaptions for various handicapping conditions are provided.

Contemporary Health Series: Entering Adulthood
Coping With Sexual Pressures
Preventing Sexually Related Disease
ETR Associates/Network Publications
P.O. Box 1830
Santa Cruz, Ca. 95061-1830

Grades 9 - 12.

These workbooks encourage students to take personal responsibility for their health. They include reproduction, birth and contraception; health behavior, communication and self-esteem; AIDS and other sexually transmitted diseases; relationships; and sexual abstinence. The material is presented in module format so that lessons can be presented in a series or separately.

Comments: It is appropriate for high school special education students. The materials may require some adaptation for students with limited cognitive abilities.

Contemporary Health Series: Into Adolescence
Choosing Abstinence
Learning About AIDS
ETR Associates/Network Publications
P.O. Box 1830
Santa Cruz, Ca. 95061-1830

Grades: 5 - 8.

These workbooks are designed to provide middle school students with knowledge and skills that will help them abstain from sexual behavior and learn about AIDS. It promotes positive health behavior, asertiveness and refusal skills and provides activities for modeling and practicing those skills. The workbook provides follow-up and extension activities to help internalize information and skills presented in class.

Comments: This material is appropriate for middle school special education students. It can also be used for high school students with limited cognitive skills.

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Human Sexuality: A Responsible Approach
Scott, Foresman and Company. 1988

Grades: 9 - 12.

This document includes a students text and teachers manual. The student text contains 6 chapters covering health-related issues and sexuality. Each chapter is written in simple language with suggestions for additonal review at the end of each chapter. The chapter on AIDS and other sexually transmitted diseases covers abstinence, the use of condoms and safer sex practices. The teacher's manual includes: an introduction, ways to gain community support, sample letter to parents, and how to handle sensitive issues. It also provides objectives, vocabulary, teaching strategies and additional activities and resources.

Comments: This text is appropriate for use with special education students, but written materials would need to be adapted for students with more severe disabilities.

AIDS and other Sexuality Transmitted Diseases
Scott, Foresman and Company. 1988

Grades: 9 - 12.

This document includes a student text and teachers' manual. The student text is the same as the AIDS chapter in Human Sexuality: A Responsible Approach.
This chapter has been made into a separate book.

AIDS. You Can't Catch It Holding Hands
Niki de Saint Phalle
The Lapis Press. 1987

Grades: 9 - 12.

This story is written in letter style from a mother to her son. It explains in simple language how AIDS is transmitted and how it cannot be transmitted, ways to reduce the chance of acquiring AIDS (including use of condoms and safer sex practices) and ways to help people with AIDS. This book is easy to read and has many colorful illustrations.

Comments: At first glance this book appears to be for elementary level students, but it is best suited for the upper grades because of the frankness about safer sex practices.

AIDS Prevention Program for Youth
American Red Cross. 1987

Grades: 9 - 12.

This material includes a student text, teacher text, pamphlets (supplemental handouts) and a 29 minute video entitled: "A Letter From Brian". The student text includes an AIDS self-test, information about AIDS (transmission, high risk behaviors, prevention, abstinence, use of condoms, safer sex practices, tests for AIDS and treatment. There are also activities within the text that promote problem solving and decision making skills, and reinforce the AIDS concepts. The teacher text includes: information of AIDS, additional strategies, objectives, information for each lesson and a glossary of terms. The pamphlets cover a range of topics and target groups concerning AIDS and are a good supplemental source of information for teachers, parents, students.

Comments: The written materials may need to be adapted for use with special education students.

Talking About AIDS. An Understanding.
James Koch. 1988
Berrent Publications Inc.
Roslyn, New York.

Grades: 4 - 8.

This book is written for upper elementary students. The language is simple, straightforward and easily understood. The book is divided into four sections using the AIDS as a heading: A = Awareness, I = Information, D = Defense and S = Support.

Comments: This book is appropriate with upper level elementary and mid school students. It has a pre- and post-test and is available in Spanish.

AIDS. A Primer for Children
Janice Koch. 1988
Berrent Publications Inc.
Roslyn, New York.

Grades: 1 - 3

This book is written for young children to help clarify misconceptions. It tells what the AIDS disease is and what it is not. The book provides factual information and teaches children not to be afraid to ask questions. Materials have been designed as an interactive tool between students and teachers.

Comments: Reading level, vocabulary and concepts are appropriate for grades 1 - 3 and C and D level students. The text and teachers guide are also available in Spanish.

AIDS - Understanding and Prevention
Merrill Wellness Series
Merrill Publishing Co, 1988.
Columbus, Ohio 43216

Grades: 9 - 12.

This book provides information needed to develop a human sexuality curriculum guide on AIDS. The text contains a philosophy, decision-making model, performance objectives, lesson plans and materials to set up a program.

Comments: The reading level and vocabulary are appropriate for high school level students. The series is also available in Spanish.

BEST COPY AVAILABLE

AIDS - What You Should Know
The Merrill Wellness Series
Merrill Publishing Co.
Columbus, Ohio 43216

Grades: 9 - 12.

This book is a model for a responsible decision-making approach. The model incorporates five questions in a process of identifying a situation about which a decision is necessary. The text focuses on individual responsibility to obtain knowledge that will prevent AIDS and promote health.

Comments: Reading level and vocabulary is appropriate for high school students. Worksheets are provided for student, teacher and evaluation. The book is also available in Spanish.

Talking With Your Partner About Using Condoms
Deciding About Sex . . . The Choice to Abstain
What Women Should Know About AIDS
Talking With Your Partner About Safer Sex
What is Safer Sex?
Teens and AIDS! Why Risk It?
Network Publications
A Division of ETR Associates
P.O. Box 1830
Santa Cruz, Ca. 95061-1830

Grades: 9 - 12.

These booklets are designed as supplementary materials for integration into Comprehensive School Health. Each booklet provides information on AIDS, safer sex, abstinence or condom usage.

Comments: These booklets would be useful for problem solving and self-esteem lessons for special education students.

AIDS Update
Student and Teachers Manual
Janet Bartlett, Robert Winchester, and Gerri Abelson
Globe Book Company
Englewood, New Jersey 07632.

Grades: 7 - 12.

The student book is designed to provide information to help one learn and practice skills to prevent AIDS. It is written in a straightforward manner with the summary and activities at the end of each lesson. Each lesson covers a different area: Lesson 1 - AIDS: The Facts; Lesson 2 - The Immune System and HIV; Lesson 3 - Interpersonal Relationships and AIDS; Lesson 4 - Dealing with AIDS: The Community; and Lesson 5 -AIDS and the Future. The activities at the end of each lesson provide opportunities for students to use critical thinking, decision-making and problem solving skills.

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Comments: The book is appropriate for mildly handicapped students. The lessons can be integrated across disciplines in areas of self-esteem and discipline.

A Disease Called AIDS

American Alliance for Health, Physical Education, Recreation and Dance

Grades: 5 - 7.

This book provides information about AIDS. It is presented through handouts, worksheets and activities. Each activity is organized for maximum student involvement, brainstorming, class and group discussion, transparencies, cooperative learning, role-playing and worksheets. The format is adaptable for multicultural and special needs populations.

Comments: Both books include glossaries, lists of resource organizations and test questions. They are well-written and adaptable for special education students. Lessons can be presented utilizing a variety of teaching strategies.

AIDS: What Young Adults Should Know 1988.

William Yarber
Association for the Advancement of Health Education
American Alliance for Health, Physical Education, Recreation and Dance
1900 Association Dr.
Reston, Va. 22091

Grades: 7 - 12.

The text and teachers guide provide information about AIDS and its prevention. Written information is supplemented with pre- and post-tests, handouts, worksheets, and learning activities. Each activity incorporates a students ability to use critical thinking, decision-making and problem solving skills in various situations. The book is organized to allow for incorporation into other disciplines.

Infection, Your Immune System and AIDS

Enterprise for Education, Inc.
1320-A Third St., Suite 202
Santa Monica, Ca. 90401

Grades: 11 - 12 (Intended for college-bound high school students)

There is a student and teachers booklet. The student booklet omits some explicit language dealing with safer sex, sexual behaviors and homosexuality. It does provide an indepth look at the immune system so that students will understand the ways of transmission and prevention.

Comments: The reading level of this book is at the upper levels of high school. It has many pictures, graphs, and caricatures to aid in understanding the materials. All materials need to be modified for use with special education students.

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The AIDS Epidemic: Private Rights and the Public Interest
Beacon Press
25 Beacon St.
Boston, Mass. 02108

Grades: High School/College

The book contains a collection of articles on AIDS from medical doctors, psychologists and researchers in AIDS. It consists of a number of science and research articles related to public health policy, epidemiology, psychiatry and prevention.

Comments: This book is very sophisticated and more appropriate to university level studies.

National Issues Forums
Coping With AIDS - The Public Response to the Epidemic

Grades: 10 - 12.

Information provided identifies the problem of AIDS, gives background and statistics. The book presents four main views on AIDS, explains purpose and goals, and asks questions. Also included are pre- and post-tests.

Comments: The book offers students opportunities to share ideas, questions, fears and opinions. Appropriate for special education students.

AIDS - Answers for Young People
Churchill Films

Grades: Upper Elementary and Junior High

The video's format is based on questions and answers about AIDS. The setting is an upper elementary-junior high classroom in which three high school-age peer counselors answer questions related to AIDS. It is an informational film that focuses in on a twelve year old boy and others with the disease.

Comments: It is appropriate for students in grades 5 - 12. The teacher should preview the film. The film includes interviews with a variety of people who have the HIV virus.

AIDS - What Everyone Needs To Know (Second Revision)
Churchill Films
12210 Nebraska Ave.
Los Angeles, Ca. 90025

Grades: 9 - 12

This video explains how the AIDS virus destroys the immune system, how the virus is and is not transmitted. It identifies activities that can carry a high risk of contracting AIDS and explains why casual contact with an AIDS patient is not dangerous. There is also information about the AIDS antibody test and who should have it.

Comments: The teacher should preview this video. It contains actual interviews with AIDS patients.

The AIDS Movie
Durrin Productions, Inc.

Grades: College

This video is not appropriate for special education students.

Avoiding AIDS: What You Can Do
Marsh Films
Shawnee Mission, Kansas

Grades: 9 - 12

This video is appropriate for special needs students with mild and moderate handicaps. The film stresses ways to avoid contracting AIDS but does not go into depth on what AIDS is. There is strong content of abstinence of risk behaviors. It portrays four adolescents with specific concerns about contracting AIDS. The video asks the audience to participate in questions, practice decision-making and reviews what has been learned.

Comments: Suggest teacher preview and assistance for students with vocabulary prior to use.

BEST COPY AVAILABLE

Know How: A Video on Abstinence for Teens
Intermedia, Inc.
1600 Dexter N.
Seattle, Washington 98109

Grades: 9 - 12

This video comes with a teacher's guide and student worksheets. The main objective of this program is to "improve the ability of young people to delay sexual intercourse". The following skills are reinforced through the program: communication, decision-making and problem solving. The program provides opportunities to practice skills learned through role playing.

Comments: It may be used as supplementary since AIDS is not discussed specifically.

Choices: AIDS Prevention
Intermedia, Inc.
1600 Dexter N.
Seattle, Washington 98109

Grades: 9 - 12

This video provides very explicit information regarding AIDS: transmission of the AIDS virus and safer sex practices. Abstinence is advocated along with safersex. People with AIDS were discussed and presented in a way that teenagers can relate to.

Smart TALK
Intermedia, Inc.
1600 Dexter N.
Seattle, Washington 98109

Grades: 7 - 12

This video deals with decision-making, peer pressure and cultural values. It also deals with sexually transmitted diseases and their prevention by use of condoms.

Comments: The video costs $189 but comes with a teacher's guide and student worksheets. This video may be good as a follow-up after information is taught.

Beginnings: You Won"t Get AIDS
AIMS Media 6901 Woodley Ave.
Van Nuys, Ca. 91406-4878

Grades: K - 5

This video provides age-appropriate information about AIDS for primary and intermediate-aged children. Combining colorful animation, live action and song, the program allays children's fears and answers their questions about how AIDS is spread.

Comments: Teacher preview is suggested. Teacher discretion is suggested for use with elementary grades.

AIDS: Allie's Story
AIMS Media
6901 Woodley Ave.
Van Nuys, Ca. 91406-4878

Grades: Junior high - adult

This video presents the real story of a young woman who has contracted AIDS. She was neither promiscuous nor an IV drug user. Included in the film is a concern stated by the Centers for Disease Control that AIDS is becoming a threat on college campuses. A model program for peer group counseling on campuses was introduced and demonstrated. This video was reproduced by ABC as a component of 20/20.

Comment: Teacher preview is suggested for grades 6 - 8.

What Ramon Did
AIMS Media
6901 Woodley Ave.
Van Nuys, Ca. 91406-4878

Grades: 7 - 12

This video was created by Hispanics for Hispanics. It focuses on AIDS and IV drug use. It was produced by the crew of Hill Street Blues and attempts to dispel the myth about AIDS while emphasizing AIDS awareness and risk avoidance.

Comments: Teacher preview is suggested. It is appropriate for C and D level students in grades 7 - 12 and students in grades 9 - 12 with cognitive limitations.

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Thumbs Up For Kids: AIDS Education
Ruby Peterson
AIMS Media
6901 Woodley Ave.
Van Nuys, CA. 91406-4878

Grades: K - 3

This video is divided into three segments with pauses for group discussion before and after each segment. The singalongs in these segments are interpreted for the hearing-impaired in AmericanSign Language.

Comments: Teacher preveiw suggested, This video is appropriate for K - 3 and features some handicapped children.

APPENDIX B

RESOURCE ORGANIZATIONS AND PEOPLE

AIDS Prevention Program
NMHED/PHD
1190 St. Francis Drive
Santa Fe, NM 87503
Phone: 827-0090

AIDS Prevention Program
AIDS Counseling and Testing
2329 Wisconsin NE, Suite D
Albuquerque, NM 87110
Phone: 841-4100

State Department of Education
Kristine M. Meurer, HIV Consultant
Education Building
Santa Fe, NM 87501-2786
Phone: 827-6563

AIDS Wellness Program
811 St. Michael's Drive
Santa Fe, NM 87501
Phone: 983-1822

NM AIDS Surveillance
Office of Epidemiology
1190 St. Francis Drive
Santa Fe, NM 87503
Phone: 827-0014

New Mexico AIDS Service
124 Quincy NE
Albuquerque, NM 87108
Phone: 265-0911 (Alb)
Phone: 984-0911 (SF)

New Mexico Association of
People Living with AIDS
126 Jackson NE
Albuquerque, NM 87108
Phone: 266-0342

New Mexico Conference of
Churches
Reverend Robin Clark
St. Bede's Episcopal Church
1601 St. Francis Drive
Santa Fe, NM 87501
Phone: 982-1133

New Mexico AIDS
Education and Training Center
Ms. Lucy Bradley-Springer
UNMH 7 South, 2211 Lomas Blvd. NE
Albuquerque, NM 87106
Phone: 277-4666

American Red Cross
P. O. Box 80250
142 Monroe NE
Albuquerque, NM 87198
Phone: 265-8514 or local chapter

Youth Development Inc.
1710 Centro Familiar South West
Albuquerque, NM 87105
Phone: 873-1604

Albuquerque Family Health
Centro Familiar de Salud
2001 N. Centro Familiar SW
Albuquerque, NM 87105
Phone: 768-5400

Southwest AIDS Committee
916 E. Yandell
El Paso, TX 79902
Phone: (915) 533-5003

Albuquerque Area Indian Health Board
301 Gold SW, Suite 105
Albuquerque, NM 87102
Phone: 764-0036

Shiprock Community Health Center
P. O. Box 1734
Shiprock, NM 87420
Phone: 368-4955

POCCA
243 Los Alamos Hwy.
Espanola, NM 87532
Phone: 753-4519

Ayudantes Inc.
1316 Apache Avenue
Santa Fe, NM 87604
Phone: 438-0035

Farmington Community Health Center PMS
AIDS Prevention Program
P. O. 3239
Farmington, NM 87499
Phone: 327-4796

Southern NM Human Development Inc.
Substance Abuse and Addictions
2350 Alamo SE
Albuquerque, NM 87108
Phone: 247-9881

Planned Parenthood of Southern NM
1882 S. Espina
Las Cruces, NM 88001
Phone: 524-4471

Common Bond Inc.
107 Tulane SE
Albuquerque, NM 87106
Phone: 266-8041

HOTLINES

NEW MEXICO	1-800-545-AIDS
NATIONAL	1-800-343-AIDS
NATIONAL AIDS INFORMATION CLEARINGHOUSE	1-800-458-5231
COOSHMO AIDS INFORMATION LINE	1-800 AIDS-123
NATIONAL DRUG ABUSE HOTLINE	1-800-662-HELP

DISTRICT I:

McKinley FHO-Gallup	(722-4391)	1919 College Dr., Gallup, NM 87301
San Juan FHO-Farmington	(327-4461)	744 W. Animas, Farmington, NM 87401
Cibola FHO-Grants	(285-4601)	201 W. Santa Fe Ave., Grants, NM 87020
Bern. FHO-Albuquerque	(841-4100)	PO Box 28546, 1111 Stanford. NE, Albq.
SE Heights FHO	(841-4635)	7525 Zuni SE, Albq, NM 87108
SW Valley FHO	(841-8050)	2001 N. Centro Familiar SW, Albq, NM
NW Valley FHO	(841-8229)	7704 Second NW, Albq, NM 87107
Cuba FHO-Cuba	(289-3291)	PO Box 630 (Memorial Bldg) Cuba, 87103
Rio Rancho FHO	(892-0990)	224A 20 St., Rio Rancho, NM 87124
Sandoval FHO-Bernalillo	(867-2291)	PO Box 297, Bernalillo, NM 87004
Torrance FHO-Estancia	(384-2351)	PO Box 107, Estancia, NM 87106
Valencia FHO-Belen	(864-7743)	PO Box 686 (855 Castillo) Belen, 87002
Los Lunas FHO	(867-9616)	PO Box 177, Los Lunas, NM 87031

DISTRICT II:

Santa Fe FHO-Santa Fe	(827-3560)	PO Box 4397 (605 Letrado), SF, 87501
Colfax FHO-Raton	(445-3601)	PO Box 249 (225 S. 3rd), Raton, 87740
Espanola FHO-Espanola	(753-2794)	PO Box 2, Espanola, NM 87532
Harding FHO-Mosquero	(673-2251)	PO Box 96, Mosquero, NM 88733
Los Alamos FHO-Los Alamos	(662-4234)	Los Alamos Medical Center, Los Alamos
Los Ojos FHO-Los Ojos	(588-7215)	PO Box 37, Los Ojos, NM 87551
Mora FHO-Mora	(387-2748)	Hwy 3, Kennedy Dr., Mora, NM 87732
San Miguel FHO-Las Vegas	(454-1474)	PO Box 1506, (1800 NM Ave) Las Vegas
Taos FHO-Taos	(758-4719)	PO Box 1923, (SF Rd), Taos, NM 87571
Union FHO-Clayton	(374-8393)	PO Box 158 (100 Court St) Clayton 88413

DISTRICT III:

Dona Ana FHO-Las Cruces	(524-6000)	715 E. Idaho, Bldg 4, Las Cruces 88130
Catron FHO-Reserve	(533-6432)	PO Box 256, Reserve, NM 87830
Grant FHO-Silver City	(287-3123)	PO Box 2575 (500 18 St) Silver City
Hidalgo FHO-Lordsburg	(542-9391)	7th & Pyramid, Lordsburg, NM 88045
Luna FHO-Deming	(546-2771)	PO Box 1240 (108 E. Poplar) Deming
Otero FHO-Alamogordo	(437-9340)	PO Box 248 (903 Cuba Ave) Alamogordo
Sierra FHO-T or C	(894-6651)	122 1/2 Broadway, T or C, NM 87901
Socorro FHO-Socorro	(835-0971)	214 Neel Ave, Socorro, NM 87801
Anthony FHO-Anthony	(882-5858)	PO Box 1730 (865 N. Main), Anthony

DISTRICT IV:

Chaves FHO-Roswell	(624-6050)	200 E. Chisum, Roswell, NM 88021
Curry FHO-Clovis	(763-5583)	816 W. 12 St, Clovis, NM 88101
DeBaca FHO-Ft. Sumner	(355-2362)	PO Drawer 939, Ft. Sumner, 88119
Dexter FHO-Chaves	(734-5582)	PO Box 493, Dexter, NM 88280
Eddy FHO-Carlsbad	(885-4191)	1306 W. Stevens, Carlsbad, 88220
Eddy FHO-Artesia	(746-9819)	405 S. Second, Artesia, NM 88210
Guadalupe FHO-Santa Rosa	(472-3211)	117 3rd St, Santa Rosa, NM 88435
Lea FHO-Hobbs	(397-2463)	316 W. Scharbauer, Hobbs, NM 88240
Lea FHO-Lovington	(396-2463)	PO Box 1780 (302 N. 5) Lovington 88260

DISTRICT IV: (cont.)

Lincoln FHO-Carrizozo	(648-2412) PO Box 128 (Hwy 54 & 4) Carrizozo 88301
Lincoln FHO-Substation	(258-3252) PO Box 600 (105 Kansas City Rd) Ruidoso
Quay FHO-Tucumcari	(461-2610) Drawer 1 (300 S. 3), Tucumcari
Roosevelt FHO-Portales	(356-4453) 214 S. Ave A, Portales, NM 88130

DEVELOPMENTAL CHARACTERISTICS OF CHILDREN AND YOUTH

AGE	PHYSICAL	COGNITIVE	SOCIAL	SELF	VALUES	SEXUALITY
5-7 YEARS	° girls ahead of boys in physical development and achievement ° small muscle and eye-hand coordination developing ° increasingly skillful with tools & materials ° masters physical skills necessary for game playing ° high energy level ° physical skills important in influencing status with peers	° differentiates clearly between fantasy and reality ° attention span by age 7 shows dramatic lengthening - has ability to shift attention ° concepts are largely functional ° can order objects on dimensions of size and quantity ° memory good for concrete sequences (numbers) ° is able to give more thought to judgments and decisions	° beginnings of empathy; sees others point of view ° two or three best friends ° play groups are small and of short duration ° quarrels frequent, but short ° beginning of conformity with peers (dress, language) ° peers become increasingly important ° beginning of sex cleavage; less boy-girl interaction	° clarifies differences between adult and child ° achieves independence in physical self care ° gaining practical knowledge necessary for everyday living ° exploration is more goal directed ° learning to forego immediate reward for delayed gratification	° sense of duty and accomplishment ° developing consciousness is in evidence; resulting from behavior may be rigid and expressed in extremes ° beginning to accept there are rules, but does not understand the principles behind them	° strong interest in origin of babies ° aware of sex differences ° plays doctor ° tends to be modest in front of opposite sex ° name calling includes words dealing with elimination
8-10 YEARS	° physical skills are gaining more importance influencing status with peers and self-concept ° girls ahead of boys in physical development, taller, stronger, more skillful in small muscle coordination ° high energy level ° is able to take responsibility for personal hygiene ° girls begin growth spurt toward end of this group ° quiescent growth period for boys	° capable of prolonged interest ° see similarities ° can apply logical thought to practical situations ° beginning to understand relationship of cause and effect ° understands concept of money ° understands concept of time; has ability to plan ahead	° intensification of peer group influence ° cliques of the same sex ° both boys and girls interested in hobbies ° competition more common, with considerable boasting ° overly concerned with peer imposed rules ° antagonism between boys and girls leads to frequent quarrels ° extreme energy expenditure in physical game playing	° conforms to sex role ° achieving personal independence ° aware of importance of belonging ° self-sufficient, can do things independently inside and outside the home	° testing and questioning attitudes, values, belief systems; may result in conflict ° adult role models give strong clues about acceptable behaviors ° understands the reason for rules and behaves according to them ° beginning to make value judgments about own behavior, set standards for self, accept responsibility for behavior	° wants more exact informat ° peers share sexual information and misinformation ° most know about sexual intercourse ° interest in sexual jokes ° is sexually modest ° expresses disinterest of opposite sex

AGE	PHYSICAL	COGNITIVE	SOCIAL	SELF	VALUES	SEXUALITY
11-13 YEARS	° boys begin growth spurt ° adolescent growth spurt at peak for girls, with changes in body proportions ° pubescent stage for girls; secondary sex characteristics continue to develop, breasts develop, menstruation begins ° improved motor development & coordination, especially in boys, who excel in physical achievement	° transition from concrete to abstract thinking; uses abstract words ° emergence of independent critical thinking ° can apply logic to solve problems; thinks inductively ° can solve problems by considering alternatives	° peers become source of behavior standards and models ° conforms to rules assigned by group ° team games popular ° crushes and hero worship are common for same and opposite sex ° boisterous behavior common ° self-consciousness creates anxiety about behavior ° faced with decisions regarding alcohol and drug use	° achieves a masculine or feminine social role ° learning one's role in heterosexual relationships ° seeking self-identity sometimes includes rebellion ° self-concept is influenced by bodily changes	°asserting and developing own value system although peer influence is strong ° understands ethical abstractions (example: justice, honesty) ° beginning to be aware of and discuss social issues	° aware that intercourse occurs apart from conception ° ones' sex role is a concern ° information from peers is actively sought ° interests in opposite sex, although girls are more interested in boys than boys in girls ° girls are absorbed in their own body changes ° frequent erections occur in boys
14-16 YEARS	° Adolescent growth spurt at peak for boys, with changes in body proportions ° pubescent stage for boys; secondary sex characteristics continue to develop	° makes fine conceptual distinctions ° concerned with the hypothetical, the future, and the remote ° formulates and tests hypothesis to consider all the possible ways a problem can be solved; deals with logical and imaginery solutions ° aspirations frequently exceed capabilities ° uses abstract rules to solve problems	° preoccupation with acceptance by social group ° boys and girls have a few close friends of both sexes, friendships last longer ° peer group influence is intense ° increase in conflict between peer and adult roles ° primary groups continue to be same sex, but there is more heterosexual interaction ° girls more socially adept than boys	° competitive peer relations produce some distrust ° confides more in friends than parents ° worries about physical appearance, attractiveness and physical appearance ° assurance of acceptance and security of parents is still necessary	° interest in philosophical, ethical and religious problems ° is aware of and verbalizes contradictions in moral code ° group beliefs important in influencing values	° intimate and casual heterosexual activity and experimentation may occur ° homosexual activity and experimentation may occur

AGE	PHYSICAL	COGNITIVE	SOCIAL	SELF	VALUES	SEXUALITY
17-19 YEARS	° full physcial development for both boys and girls	° continues to refine language and thinking abilities ° increased life experiences provides more and new opportunities for refinement or previously learned reasoning-thinking skills	° choice and opinion reflect continuing peer influence ° group activities provide an outlet for expressing feelings ° looking for permanence in heterosexual relationships ° move to living full time with peers (college); new interpersonal satisfactions and problems	° worries about career choice and other aspects of the future ° anxious about formation and continuation of intimate heterosexual relationships	° integrating values into a personal philosophy including ethical and moral standards to be used in adult life ° is able to make personal commitment	° many boys and girls have had intimate sexual activity ° both boys and girls are struggling to learn socially approved outlets for sexual arousal

References:

Association for Supervision and Curriculum Development
Developmental Characteristics of Children and Youth, 1975.

Human Growth and Development Throughout Life: A Nursing Perspective, 1982.

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APPENDIX D

CONSIDERATIONS FOR EVALUATING AIDS/HIV EDUCATION CURRICULUM AND MATERIALS FOR SPECIAL NEEDS POPULATIONS

TITLE: _____

Target Student Population: _____

Publication Date: _____

Publisher/Source name and address: _____

_____

_____

_____

Reading Level: _____

Cost: _____

==========

CURRICULUM REVIEW

The following list of items is designed as a guide for educators who want to identify and select a quality curriculum that can be used to teach special education students about AIDS/HIV. The items address the essential ingredients of good curriculum as well as special considerations for exceptional learners. Many of the curricula available today are not designed specifically for special education students, but with careful planning, the good ones can be adapted.

To complete the review, put a check mark for each item that is sufficiently and appropriately addressed in the curriculum. Each item should be considered a positive aspect of a curriculum, which means that the higher the number of items checked, the better the curriculum.

I. Goals

[_] 1. Are there clearly stated goals?

[_] 2. Are the goals appropriate for special education students?

- [_] a. students with cognitive disabilities
- [_] b. students with physical disabilities
- [_] c. students with sensory impairments
- [_] d. students with emotional/behavior problems

[_] 3. Are the goals consistent with the Centers for Disease Control guidelines (MMWR Guidelines for Effective School Health Education to Prevent the Spread of AIDS booklet)?

Comments: _____

_____

_____

II. Objectives

[_] 1. Are there clearly delineated learning objectives?

[_] a. Are there cognitive objectives?

[_] b. Are there affective objectives?

[_] 2. Are the objectives designed to lead to the accomplishment of the goals?

Comments: _____

_____

_____

III. Concepts

[_] 1. Are the concepts clearly identified for the particular ability level and age group?

[_] 2. Are all of the relevant concepts addressed?

YOUNG CHILDREN (Pre-school/Primary Grades) -

Focus -

[_] *reduction of fear*
[_] *positive feelings about oneself*
[_] *positive foundation about ones body*
[_] *appropriate/inappropriate touching*
[_] *appropriate/inappropriate sharing*

Content -

[_] *body appreciation*
[_] *wellness and sickness*
[_] *friendships*
[_] *family types and roles*
[_] *assertiveness*
[_] *difference between genders*
[_] *serious diseases for children and adults*
[_] *avoidances and protections/cautions*
[_] *appropriate/inappropriate touching*
[_] *AIDS is hard to get*
[_] *scientists are working to solve the problem*

CHILDREN (Late Elementary School Grades) -

Focus -

- [ ] *resisting peer pressure*
- [ ] *family values*
- [ ] *body differentiation (pre-puberty/puberty)*
- [ ] *differentiation between fact and fantasy*
- [ ] *sexual feelings*
- [ ] *compassion for people who are ill*

Content -

- [ ] *what is AIDS/HIV infection*
- [ ] *causes of disease, transmission*
- [ ] *natural sexual feeings*
- [ ] *relationship between body parts and function and body parts and disease*
- [ ] *talking about prevention*
  - *playing with needles*
  - *saying no*
  - *assertiveness*

EARLY ADOLESCENCE (Middle School/Junior High) -

Focus -

- [ ] *protecting self and others from infection*
- [ ] *healthy behaviors (rather than medical aspects)*
- [ ] *establishing a value/belief system*
- [ ] *affirming such belief system*
- [ ] *analyzing opposing views*
- [ ] *respect for others*
- [ ] *peer pressure*

Content -

- [ ] *sexuality as a positive aspect of self*
- [ ] *AIDS within the context of sexually transmitted diseases*
- [ ] *discouraging experimentation with, and use of drugs and alcohol*
- [ ] *behaviors other than intercourse to express feelings*
- [ ] *process of decision-making*
- [ ] *epidemiological information*
  - *transmission*
  - *prevalence*
  - *symptoms*
  - *consequences*
  - *treatment*
  - *prevention*
- [ ] *condoms, how to use properly, limitations*

[_] *dangers of sharing needles and syringes for any reason: ear pierce, tattoo, steroids, razors, and other blood-contaminated items*
[_] *information on sterilizing needles and syringes*
[_] *information resources in local community*
[_] *testing (promotes testing and post-test counseling)*
[_] *information on treatment of drug addiction*

ADOLESCENCE AND YOUNG ADULTS (High School) -

Focus -

[_] *coping with disease*
[_] *sexually transmitted diseases, including AIDS*
[_] *parenting*
[_] *encouraging the delay of sexual intercourse*
[_] *responsibility to the community*
[_] *coping with death and dying*
[_] *attitudes and beliefs impact on decision making*

Content -

[_] *transmission modes, specific behaviors described*
[_] *AIDS and its impact on society*
[_] *manifestations of infection - HIV, ARC, AIDS*
[_] *testiing*
[_] *prevention*
[_] *discussing responsibility with sexual partner*
[_] *assertiveness regarding sexuality and drug usage*
[_] *reduction of fear and myths*

Comments: _____
_____
_____

IV. Scope and Sequence

[_] 1. Will the units of instruction lead to the accomplishment of the objectives?

[_] 2. Is the scope and sequence compatible with the developmental characteristics of the target students?

[_] 3. Does the curriculum specify prerequisite concepts as well as those to be learned?

[_] 4. Does the curriculum provide appropriate learning activities?

[_] 5. Do the learning activities promote discussion among students?

[_] 6. Do the curriculum segments follow a logical sequence?

[_] 7. Does the curriculum address pre-conceptions, misconceptions, myths, and fears?

Comments: _____

_____

_____

V. Evaluation

[_] 1. Does the curriculum have an evaluation component, i.e., is there a way to determine whether the curriculum does what it is supposed to do?

[_] 2. Does the evaluation measure the extent to which both cognitive and affective objectives are met?

[_] 3. Is there an evaluation of the AIDS/HIV education program, i.e., the implementation of the curriculum? (See p. 8 of the CDC MMWR booklet.)

[_] 4. Was the curriculum field tested prior to publication and dissemination?

Comments: _____

_____

_____

VI. Staff Development

[_] 1. Does the curriculum delineate knowledge and skills needed by teachers?

[_] 2. Does the curriculum provide suggestions for special educators to work with health educators in teaching special education students about AIDS/HIV?

[_] 3. Does the curriculum contain a component that addresses staff development?

[_] 4. Do teachers need to be trained to teach about AIDS/HIV?

Comments: _____

_____

_____

VII. Parental and Community Involvement

[_] 1. Is the curriculum sensitive to the values of the community in which it will be implemented?

[_] 2. Have parents and community representatives reviewed the curriculum?

[_] 3. Have the students reviewed the curriculum?

[_] 4. Have medical personnel reviewed the curriculum?

[_] 5. Have educators reviewed the curriculum?

Comments: _____

_____

_____

VIII. Inter-Agency Cooperation

[_] 1. Does the curriculum contain a component that addresses inter-agency cooperation?

[_] 2. Does the curriculum implementation plan promote inter-office or inter-departmental cooperation?

IX. Presentation and Format

[_] 1. Is information presented in an apppealing format?

[_] 2. Can pages be added or removed, e.g., three ring binder?

[_] 3. Are there worksheets, transparencies, or other materials for teachers included in the curriculum?

Comments: _____

_____

_____

SUMMARY

Reviewer's comments: _____

_____

_____

_____

_____

_____

Total number of items checked: _____

Reviewer's rating: (circle one) 1 2 3 4 5 6 7 8 9 10

poor good

Reviewer: _____ **Date:** _____

MATERIALS REVIEW

The following items are related to instructional materials aimed at teaching special education students about AIDS/HIV. Check all items that apply to the materials being reviewed.

I. Learner Characteristics

[_] 1. Are the materials designed to match the instructional/educational level of the target population(s)?

[_] 2. Are the materials appropriate for the target students' developmental levels?

[_] 3. Are the materials appropriate?

[_] 4. Are the materials oriented toward behavior change rather than just information transfer?

[_] 5. Are the materials adaptable? Are they designed such that the core information can be extracted and adapted for individual students?

[_] 6. Do the materials present a variety of strategies for teaching the same concept?

[_] 7. Are there opportunities for repetition and review?

[_] 8. Are terminology and vocabulary correct?

[_] 9. Is the language appropriate for the target audience?

[_] 10. Is the reading level appropriate for the target population?

[_] 11. Are the materials sensitive to particular features of the target population?

[_] a. culture?

[_] b. sexual orientation?

[_] c. handicapping condition?

Comments: _____

_____

_____

II. Orientation

[_] 1. Do the materials emphasize responsibility and prevention?

[_] 2. Are the materials sensitive to the values of the target community?

[_] 3. Do the materials promote compassion for individuals with AIDS virus?

[_] 4. Do the materials emphasize risk behaviors, rather than risk groups?

[_] 5. Do the materials use generic references, such as "one's partner" - avoiding use of personal pronouns?

[_] 6. Do the materials use appropriate terminology in referring to people with AIDS/HIV infection, e.g., "people with AIDS" rather than "AIDS victims"?

Comments: _____

_____

_____

III. Presentation

[_] 1. Is the design/layout of the material appealing?

[_] 2. Is there effective use of photographs and illustrations, and if so, are they appropriate for the target audience?

[_] 3. Do the materials support the use of a variety of media?

[_] 4. Are the teaching units well-organized?

[_] 5. Are various methodologies for teaching about AIDS/HIV described?

Comments: _____

_____

_____

IV. Content

[_] 1. Do the materials support the objectives of the curriculum?

[_] 2. Do the materials provide accurate and current information?

[_] 3. Are the materials of high interest?

[_] 4. Do the materials promote concept development and generalization?

[_] 5. Do the materials promote reasoning and decision-making?

[_] 6. Are complete, understandable directions for use provided?

[_] 7. Are supplemental materials suggested?

[_] 8. Was the material field tested before publication?

Comments: _____

_____

_____

Summary

Reviewers comments: _____

_____

_____

_____

_____

Total number of items checked: _____

Reviewer's rating: (circle one) 1 2 3 4 5 6 7 8 9 10

poor good

Reviewer: _____ Date: _____

APPENDIX E

HEALTH EDUCATION

Good health is a goal for all of us. The student competencies for health education, submitted in this publication, will assist teachers to plan, deliver, and evaluate their portion of their district's comprehensive health education program. All competencies grades 1-8 with the pound (#) symbol should include specific HIV/AIDS instruction incorporated into the existing concepts as lessons are developed.

The State Department of Education thanks all health educators, teachers, and others who have provided input about the grade level and exit level student competencies for health education.

William Owen Blair, Ph.D.
Director
Learning Support Services Unit
Learning Services Division
New Mexico State Department of Education
Education Building - 300 Don Gaspar
Santa Fe, New Mexico 87501-2786
(505) 827-6570

HEALTH EDUCATION COMPETENCIES

GRADE 1	GRADE 2	GRADE 3	GRADE 4
1A PERSONAL HEALTH PROMOTION #1. Identify personal health practices that can protect the health of self and others.	2A PERSONAL HEALTH PROMOTION 1. Explain individual needs for exercise, relaxation and sleep.	3A PERSONAL HEALTH PROMOTION #1. Identify components of wellness and describe how decision making affects personal health practices.	4A PERSONAL HEALTH PROMOTION 1. Analyze the relationship between fitness and diet.
1B MENTAL/EMOTIONAL/SOCIAL HEALTH #1. Name ways people are alike and different (being special)	2B MENTAL/EMOTIONAL/SOCIAL HEALTH 1. Describe positive qualities about self and others. #2. Differentiate between pleasant and unpleasant emotions.	3B MENTAL/EMOTIONAL/SOCIAL HEALTH #1. Demonstrate that he/she is developing positive interpersonal relationships and self-concepts by discussing things he/she likes and things he/she would like to improve about him/herself.	4B MENTAL/EMOTIONAL/SOCIAL HEALTH 1. Compare responsible with irresponsible expressions of emotions. #2. Give examples to illustrate that refusal skills are important in preventing disease.
1C FAMILY LIFE EDUCATION 1. Explain the function of a family and describe various kinds of families.	2C FAMILY LIFE EDUCATION #1. Describe ways friends help each other and explain why family members should be considerate of each other.	3C FAMILY LIFE EDUCATION 1. Analyze a child's roles, responsibilities, and contributions in his/her family.	4C FAMILY LIFE EDUCATION #1. Describe the growth spurt that occurs during adolescence.
1D SUBSTANCE USE/MISUSE/ABUSE #1. Explain reasons for consulting adults before using an unknown substance.	2D SUBSTANCE USE/MISUSE/ABUSE #1. Describe the correct use of medicine and how drugs can be helpful/harmful.	3D SUBSTANCE USE/MISUSE/ABUSE #1. Explain the difference between use and abuse of drugs and their effects on physical, mental, and social functioning.	4D SUBSTANCE USE/MISUSE/ABUSE #1. Describe the effects of drugs on body system.
1E INJURY CONTROL AND EMERGENCY CARE #1. Explain the importance of having safety rules on the playground and at home.	2E INJURY CONTROL AND EMERGENCY CARE #1. Explain how to obtain help in an emergency.	3E INJURY CONTROL AND EMERGENCY CARE 1. Explain the importance of playing safely in and around water.	4E INJURY CONTROL AND EMERGENCY CARE 1. Explain accepted procedures of safe walking, safe riding, and safe bicycle travel.
1F ENVIRONMENTAL HEALTH #1. Discuss the people and groups who care for your community.	2F ENVIRONMENTAL HEALTH 1. Describe ways the senses can be protected from pollution.	3F ENVIRONMENTAL HEALTH 1. Cite potential sources of pollution and describe its harmful effects.	4F ENVIRONMENTAL HEALTH #1. Describe ways individuals can help keep a healthy school environment.
1G CONSUMER HEALTH 1. List health products people commonly purchase.	2G CONSUMER HEALTH #1. Discuss the health checkup/physical examination.	3G CONSUMER HEALTH #1. Identify ways in which advertising can influence choices of products.	4G CONSUMER HEALTH 1. Interpret the meaning of nutritional information provided on food labels.
1H NUTRITION 1. Identify the role that food plays in human growth.	2H NUTRITION 1. Classify foods using the Four Food Groups System as a guide, including the ethnic food choices of the region. 2. Demonstrate food combinations that provide a balanced diet.	3H NUTRITION 1. Explain the role that food plays in supplying energy for work and play. 2. Explain the importance of breakfast in providing for early energy needs. 3. Identify nutritious snacks which contribute to daily food group needs.	4H NUTRITION 1. Describe the functions of the major nutrients, food groups, and water.
1I HUMAN GROWTH AND DEVELOPMENT #1. Discuss growing (body parts, people) and learning as one grows.	2I HUMAN GROWTH AND DEVELOPMENT 1. Discuss the five senses and describe the kinds of information provided by each of the senses.	3I HUMAN GROWTH AND DEVELOPMENT #1. Identify human body parts and systems, and describe how each person is unique.	4I HUMAN GROWTH AND DEVELOPMENT 1. Describe the balanced relationship among body systems. #2. Analyze how HIV/AIDS affects the immune system.
1J COMMUNITY HEALTH 1. Recognize that our surroundings affect how we feel and act.	2J COMMUNITY HEALTH #1. Describe ways an individual can help keep a healthy community and cite examples of how people work together to solve health problems.	3J COMMUNITY HEALTH #1. List organizations which help maintain and promote community health.	4J COMMUNITY HEALTH #1. Explain the role of community health agencies in protecting and promoting the health and safety of community members.
1K DISEASE PREVENTION #1. Describe the difference between wellness and illness. #2. Describe germs and name ways to avoid germs. #3. Discuss why HIV/AIDS is hard to get.	2K DISEASE PREVENTION 1. Name ways to break the communicable disease cycle. #2. Explain why HIV/AIDS cannot be passed by casual contact.	3K DISEASE PREVENTION 1. State how individuals contribute to the spread of disease and to the susceptibility to disease. #2. Determine that HIV/AIDS is preventable by avoiding risk behaviors. #3. Explain why HIV/AIDS does not commonly effect children.	4K DISEASE PREVENTION 1. Explain the function of immunization in disease prevention. #2. Discuss how scientists are searching for an HIV/AIDS cure.

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GRADE 5	GRADE 6	GRADE 7	GRADE 8
5A PERSONAL HEALTH PROMOTION #1 Illustrate and compare immediate and long-range effects of personal health choices.	6A PERSONAL HEALTH PROMOTION #1 Explain how personal health behavior is influenced by peers, family members, and advertising. #2 Explain importance of abstinence from sex and drugs.	7A PERSONAL HEALTH PROMOTION #1 Identify physical, social, and emotional benefits of regular exercise and fitness.	8A PERSONAL HEALTH PROMOTION #1 Analyze areas in which personal health behaviors may need improvement or change.
5B MENTAL/EMOTIONAL/SOCIAL HEALTH #1 Discuss how to solve personal, class, social or community problems.	6B MENTAL/EMOTIONAL/SOCIAL HEALTH #1 Analyze the influence of peer pressure on behavior, choices, and feelings.	7B MENTAL/EMOTIONAL/SOCIAL HEALTH 1 Describe constructive ways to reduce stress. #2 Demonstrate refusal and decision making skills using real life situations.	8B MENTAL/EMOTIONAL/SOCIAL HEALTH #1 Discuss how value systems affect behavior patterns at home, in school, and in the community.
5C FAMILY LIFE EDUCATION #1 Assess various stresses modern society places upon the individual and the family unit.	6C FAMILY LIFE EDUCATION 1 Describe the progression of an individual through the cycle of life.	7C FAMILY LIFE EDUCATION #1 Describe the reproductive process.	8C FAMILY LIFE EDUCATION #1 Analyze alternative solutions to interpersonal relationships with friends and family members.
5D SUBSTANCE USE/MISUSE/ABUSE #1 Explain the necessity of sound decisions concerning the use of any drug.	6D SUBSTANCE USE/MISUSE/ABUSE #1 Discuss reasons why some people misuse/abuse drugs.	7D SUBSTANCE USE/MISUSE/ABUSE #1 Explain laws and reasons for laws regulating drug use.	8D SUBSTANCE USE/MISUSE/ABUSE #1 Describe alternatives to the use of mood modifiers as a means to solving problems and initiating good feelings.
5E INJURY CONTROL AND EMERGENCY CARE #1 Demonstrate basic first aid skills and identify sources of help and information in emergency situations.	6E INJURY CONTROL AND EMERGENCY CARE #1 Identify safety hazards, causes of accidents, and preventative measures as they relate to every day living.	7E INJURY CONTROL AND EMERGENCY CARE 1 Demonstrate the Heimlich Maneuver and the ability to provide rescue breathing (CPR).	8E INJURY CONTROL AND EMERGENCY CARE #1 Demonstrate the correct sequence of first aid steps for accident victims and describe how technological developments create hazards.
5F ENVIRONMENTAL HEALTH #1 Explain human's impact on the environment and identify harmful situations and practices.	6F ENVIRONMENTAL HEALTH 1 Describe community facilities and procedures that ensure safe water supplies, sanitary, trash, sewage disposal, and clean air.	7F ENVIRONMENTAL HEALTH 1 Identify individual and community responsibilities in the control of environmental problems.	8F ENVIRONMENTAL HEALTH 1 Analyze environmental conditions and their potential effects on personal and community health.
5G CONSUMER HEALTH #1 Analyze factors that influence the selection of health products and services.	6G CONSUMER HEALTH #1 Explain why prescriptions for medication and the professional advice must be carefully followed.	7G CONSUMER HEALTH 1 Interpret data provided on prescriptions and over-the-counter drugs labels. #2 Describe the role and function of official consumer protection agencies.	8G CONSUMER HEALTH #1 Identify criteria necessary to differentiate between legitimate and fraudulent health care and health product providers.
5H NUTRITION 1 Analyze the different nutritional needs of individuals depending on age, sex, activity, and state of health.	6H NUTRITION 1 Analyze popular diets for nutritional adequacy using the four food group System as a guide. 2 Identify major nutrient concerns for unbalanced diets that would affect the physical and mental health of the individual.	7H NUTRITION 1 Explain the relationship between calorie intake and level of activity to body weight.	8H NUTRITION 1 Assess the relationship between food intake, physical activity, and body weight, and plan a nutritionally adequate menu for themselves, a younger or older child, and an older person to demonstrate an understanding of lifelong nutritional needs and the relationship between body needs and food requirements at different ages.
5I HUMAN GROWTH AND DEVELOPMENT #1. Differentiate among the various influences which affect physical, mental, and social growth and development.	6I HUMAN GROWTH AND DEVELOPMENT 1 Explain the function of hormones in regulating body systems. #2. Analyze why adolescence is a time when many individuals engage in risky behaviors.	7I HUMAN GROWTH AND DEVELOPMENT #1 Compare the functions of the cell to functions of the total organism.	8I HUMAN GROWTH AND DEVELOPMENT #1. Explain that body changes and maturation are to be expected as individuals grow.
5J COMMUNITY HEALTH #1. Describe characteristics of a healthy community.	6J COMMUNITY HEALTH 1 Explain the relationship of public health law to community health. #2. Determine local resources for getting information and service for HIV/AIDS.	7J COMMUNITY HEALTH #1. Discuss health issues in the world community. #2. Determine societal implications for HIV/AIDS.	8J COMMUNITY HEALTH #1. Identify the health agencies and supporting services which work to improve the quality of life in a specific community.
5K DISEASE PREVENTION 1. Describe measures for the prevention and control of disease. #2 Define HIV/AIDS. #3. Describe how HIV/AIDS is transmitted and prevented. #4. Explain that HIV positive individuals may not have symptoms.	6K DISEASE PREVENTION #1. Describe measures for the prevention and control of chronic disorders.	7K DISEASE PREVENTION #1. Explain how lifestyle choices help reduce the risk of disease. #2. Review the symptoms and prognosis of HIV/AIDS. #3. Review how HIV/AIDS is spread and not spread.	8K DISEASE PREVENTION #1. Explain the relationships among the cause, prevention, control, and treatment of disease. #2. Identify ways to eliminate/reduce the risk of contracting HIV/AIDS.

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EXIT-A/PERSONAL HEALTH PROMOTION

1. Evaluate and integrate knowledge of personal health practices and principles in decision making for the attainment of optimal health.

EXIT-B/MENTAL/EMOTIONAL/SOCIAL HEALTH

1. Assess factors and situations that influence the development of personality, positive self-concept, coping skills, mental health, and emotional maturity.

EXIT-C/FAMILY LIFE EDUCATION

1. Assess interpersonal relationships essential for responsible family membership including awareness of varying family life styles and their influences on family well being.

EXIT-D/SUBSTANCE USE/MISUSE/ABUSE

1. Evaluate the physical, mental, and social effects of the use/misuse/abuse of chemical substances that modify body functions, feelings, and behavior.

EXIT-E/INJURY CONTROL AND EMERGENCY CARE

1. Exhibit knowledge of: injury causation and affect; injury prevention and mitigation; first aid and emergency care.

EXIT-F/ENVIRONMENTAL HEALTH

1. Equate the concept of environmental protection and ecological harmony attainment and maintenance of health.

EXIT-G/CONSUMER HEALTH

1. Compare and contrast the components that influence the selection, utilization, and evaluation of health related information, products and services.

EXIT-H/NUTRITION

1. Make judgements regarding nutritional needs, selection, and eating patterns as determined by physical, social, mental, economic, and cultural factors that contribute to optimal health.

EXIT-I/HUMAN GROWTH AND DEVELOPMENT

1. Interpret the structure and function of the body systems and their relationship to human growth and maturation.

EXIT-J/COMMUNITY HEALTH

1. Design a community profile, for example, political boundaries, health boundaries, and socioeconomic boundaries and list the personnel and agencies necessary to maintain the health status of the population.

EXIT-K/DISEASE PREVENTION

1. Evaluate the relationship between health behaviors and susceptibility to disease.

EXIT-L/HIV

1. Define HIV/AIDS.
2. Review the symptoms and the prognosis of HIV/AIDS.
3. Review how HIV/AIDS is spread and not spread.
4. Compare and contrast the ways to eliminate/reduce the risk of HIV/AIDS, stressing abstinance.
5. Assess societal implications of the HIV/AIDS disease.
6. Evaluate local resources for HIV/AIDS information and services.
7. Demonstrate refusal and decision making skills.

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APPENDIX F

STATE DEPARTMENT OF EDUCATION
EDUCATION BUILDING
300 DON GASPAR
SANTA FE, NEW MEXICO 87501-2786

SBE Regulation No. 87-11

Adopted by the State
Board of Education
October 9, 1987

REGULATION ON ACQUIRED IMMUNE DEFICIENCY SYNDROME (AIDS)

1. AUTHORITY: This regulation is adopted by the State Board of Education pursuant to Sections 22-2-1 and 22-2-2, NMSA, 1978. This regulation shall become effective on July 1, 1988.

2. APPLICABILITY: This regulation governs policies to be implemented by local school districts with regards to students infected with the AIDS virus, provides for appropriate curricula regarding the AIDS virus, and requires community involvement in the development of policies and the review of instructional materials.

3. POLICIES: Each school district shall implement a policy that will assure that all students infected with the AIDS virus have appropriate access to public education and that their rights to privacy are protected.

4. CURRICULA:
   A. Each school district shall provide instruction about AIDS and related issues in the curriculum of the required Comprehensive Health Education Program to all students in the elementary grades, in the middle/junior high school grades, and in the senior high school grades.

   B. Educational materials and grade levels of instruction shall be determined by the local school district and shall be appropriate to the age group being taught.

   C. The instructional program shall include, but not necessarily be limited to: a) definition of AIDS, ARC, HTLV-III; b) the symptoms and prognosis of AIDS; c) how the virus is spread; d) how the virus is not spread; e) ways to reduce the risks of getting AIDS, stressing abstinence; f) societal implications for this disease; g) local resources for appropriate medical care; and h) ability to demonstrate refusal skills, overcome peer pressure, and use decision-making skills.

5. COMMUNITY INVOLVEMENT: Each local board of education shall insure the involvement of parents, staff, and students in the development of policies and the review of instructional materials.

I certify that this regulation was adopted by the State Board of Education on October 9, 1987.

ALAN D. MORGAN
State Superintendent
of Public Instruction